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AUTHOR	Dreher, Mariam Jean, Ed.; Slater, Wayne H., Ed.
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ABSTRACT

Providing a thorough grounding on important topics in elementary school literacy for experienced teachers and graduate students early in their programs, this book addresses a number of critical issues such as grouping and reading instruction, emergent literacy, learning to read and write with at-risk children, developing vocabulary, learning in the social studies, reading and the learning disabled, literacy in an age of integrated media, and authentic assessment in reading and writing. Chapters in the book are (1) "Elementary School Literacy: Critical Issues" (Mariam Jean Dreher and Wayne H. Slater); (2) "Teachers, Materials and Group Composition in Literacy Instruction" (Rebecca Barr); (3) "Emergent Literacy: Alternative Models of Development and Instruction" (Jana M. Mason and others); (4) "Longitudinal Research on Learning to Read and Write with At-Risk Students" (Connie Juel); (5) "The Elementary Vocabulary Curriculum: What Should It Be?" (Michael F. Graves); (6) "Young Students' Social Studies Learning: Going for Depth" (Isabel L. Beck and Margaret G. McKeown); (7) "Reading Instruction and Learning Disabled Students" (Joanna P. Williams); (8) "Literacy in an Age of Integrated-Media" (Diana L. M. Sharp and others); (9) "Authentic Assessment of Reading and Writing in the Elementary Classroom" (Robert C. Calfee); (10) "Elementary School Literacy Instruction: Changes and Challenges" (Linda B. Gambrell); and (11) "Reading as Cognition and the Mediation of Experience" (John T. Guthrie and Michael Pressley). (RS)

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